



TRAILL
INTERNATIONAL SCHOOL
Second Language English

IGCSE English as a Second
Language



YEAR 9 OPTION BOOKLET: 2024-2026

Subject: English

Course Title: Cambridge IGCSE English as a Second Language

Why study this subject?

Cambridge IGCSE English as a Second Language is accepted by universities and employers as proof of ability to understand and communicate in English. It is aimed at students whose first language is not English, but who use it as a lingua franca or language of study. Successful English as a Second Language candidates have better educational or employment prospects and gain lifelong skills, including:

- better communicative ability in English
- improved ability to understand a range of social registers and styles
- a greater awareness of the nature of language and language-learning skills
- a better international perspective
- a sound foundation for progression to employment or further study at CIE A Level and Pre-U qualifications

Aims of this subject:

- to develop the ability to use English effectively for the purpose of practical communication;
- to form a sound base for the skills required for further study or employment using English as the medium;
- to develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- to promote students' personal development

Candidates will sit either a core exam or extended exam based on their ability. Students who are more able will sit the more challenging extended exam, which will mean that they are eligible for grades A* to E. The core students will sit an exam which is more accessible to their

level and therefore have a better chance of achieving a C grade. They will be eligible for grades C to G. The specific differences between the core and extended courses are outlined below in curriculum content.

Assessment at a glance:

Paper 1 Reading and writing (Core)

1 hour 30 minutes
Eligible for grades C–G
60% of total marks

Paper 2 Reading and writing (Extended)

2 hours
Eligible for grades A*–E
60% of total marks

Paper 3 Listening (Core)

Approx. 40 minutes
Eligible for grades C–G
20% of total marks

Paper 4 Listening (Extended)

Approx. 50 minutes
Eligible for grades A*–E
20% of total marks

Component 5 Oral - Speaking Count In

Approx. 10–15 minutes
20% of total marks

Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.

Curriculum content:

Reading

Core: All candidates should be able to:

- Understand and identify factual and relevant information by selecting correct details from a range of texts, e.g. leaflets, articles, blogs and webpages
- Scan for particular information, organise the relevant information and present it in a logical manner
- Identify ideas, opinions and attitudes from a range of texts and understand the connections between them
- Show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention

Extended: In addition to what is required for the Core, candidates should be able to:

- Identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them

- Demonstrate the ability to identify the important points or themes within an extended piece of writing
- Understand what is implied but not directly stated, e.g. gist, purpose and intention and draw conclusions from and see relations within an extended text

Writing

Core: All candidates should be able to:

- communicate factual information and ideas with appropriate expansion
- select and organise relevant information and ideas into paragraphs and use appropriate linking devices
- respond to a written stimulus and show awareness of appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review
- produce written texts with an adequate range of language structures (i.e. grammatical and lexical)
- produce written texts that show good control of punctuation and spelling

Extended: In addition to what is required for the Core, candidates should be able to:

- carry out longer writing tasks on a wider range of topics in response to a written stimulus
- produce written texts with a wide range of language structures (i.e. grammatical and lexical) that show very good control of punctuation and spelling

Listening

Core: All candidates should be able to:

- Demonstrate understanding of specific details, information and semi-formal announcements e.g. news, weather, travel, and in interviews, dialogues and telephone conversations
- Demonstrate general comprehension of the speaker's intentions where appropriate

Extended: In addition to what is required for the Core, should be able to:

- Identify the important points or themes of the material they hear, including attitudes
- Draw conclusions from and identify the relationships between ideas within the material they hear
- Show awareness of major variations in register
- Take notes from material they have heard

Speaking

Core: All candidates should be able to:

- Engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience
- Conduct a sustained conversation
- Produce responses with an adequate range of language structures that show sufficient control of pronunciation and intonation

Extended: In addition to what is required for the Core, candidates should be able to:

- Demonstrate greater flexibility in dealing with new, topical ideas e.g. natural environment, arts, science and global issues
- Communicate factual information, abstract ideas and arguments with good expansion.

Assessment at a glance:

All candidates take three components. There are no core or extended papers. All candidates will be eligible for grades A* to G.

Paper 1 - Reading and Writing

2 hours- 50% of total marks

Candidates respond to six exercises: four reading and two writing Structured and essay style questions

Externally assessed

Paper 2 - Listening

Approx. 50 minutes - 25% of total marks

Candidates listen to five exercises of short and longer texts. Multiple-choice style questions.

Externally assessed

Paper 3 - Speaking

Approximately 10–15 minutes - Speaking 25% of total marks

Candidates take part in an interview, short talk and discussion.

Internally assessed and externally moderated

Curriculum content:

Reading

All candidates should be able to:

- demonstrate understanding of specific factual information
- demonstrate understanding of the connections between the ideas, opinions and attitudes
- identify and select details for a specific purpose
- demonstrate understanding of implied meaning

Writing

All candidates should be able to:

- communicate information, ideas and opinions
- organise ideas into coherent text using a range of linking devices
- use a range of appropriate grammatical structures and vocabulary
- use appropriate register and style for the given purpose and audience

Listening

All candidates should be able to:

- demonstrate understanding of specific information
- demonstrate understanding of speakers' ideas, opinions and attitudes
- demonstrate understanding of the connections between ideas, opinions and attitudes
- demonstrate understanding of what is implied but not directly stated

Speaking

All candidates should be able to:

- communicate a range of ideas, facts and opinions
- demonstrate control of a range of vocabulary and grammatical structures
- develop responses and maintain communication
- demonstrate control of pronunciation and intonation